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The Kindergarten in North Carolina
State Dept. of Public Instruction

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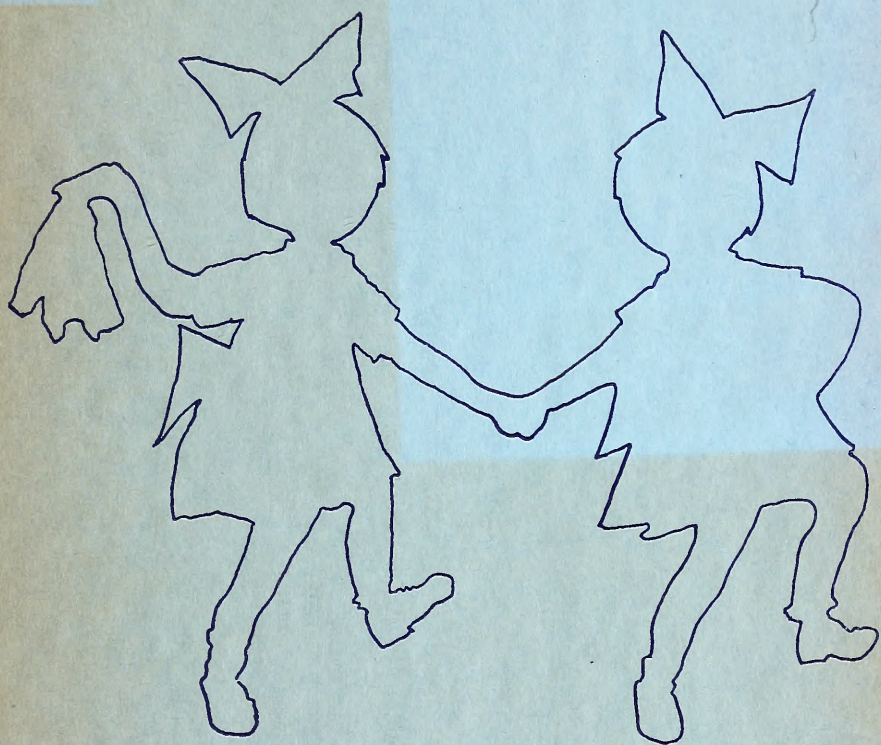
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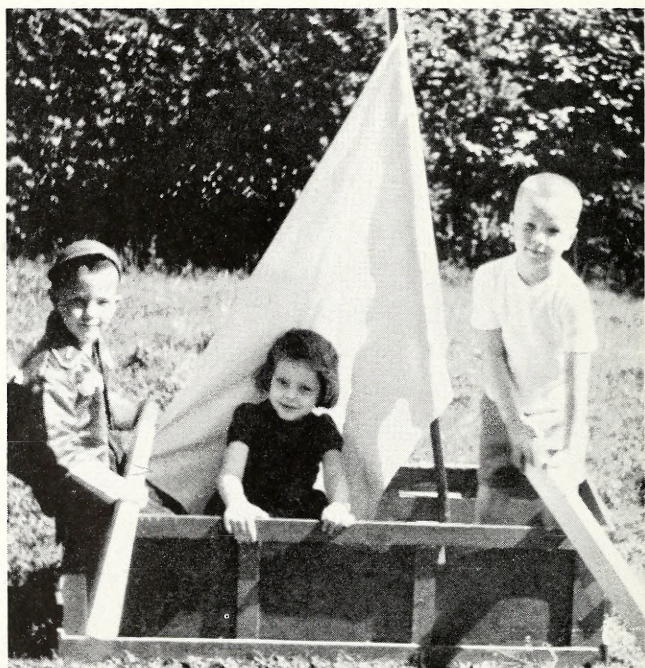
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Publication No. 294

The Kindergarten in North Carolina



Issued by the
State Superintendent of Public Instruction
Raleigh, North Carolina



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FOREWORD

This publication has been prepared in compliance with General Statute 115-65 of the North Carolina Public School Law which requires that kindergartens shall be operated in accordance with standards provided by the State Board of Education. The statute, which is quoted in Section VI, further states that kindergartens shall be subject to supervision by the State Department of Public Instruction.

The release of these standards not only fulfills the requirements of the statute, but it is another evidence of the State's desire to guarantee educational adequacy in the training of children. It is the responsibility of the State to protect its children against inferior instruction in any recognized educational program; in a more positive and challenging way, it is the responsibility of the State to offer such leadership services as will enable teachers to become more competent in their work with children. It is in recognition of this latter function that this publication is offered to kindergarten teachers.

Those who are genuinely interested in acquiring a more realistic understanding of early childhood will be stimulated by the descriptive experiences of the typical five-year-old, and those who desire to make their programs more effective will be motivated by the suggestions found in these pages. Basically, our purpose in this publication is to cite some of the approved practices in kindergarten education and to recommend their acceptance in the numerous kindergartens operating in North Carolina.

Chas. F. Carroll

State Superintendent of Public Instruction

June 25, 1953

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I

UNDERSTANDING FIVE-YEAR-OLD CHILDREN

What does being five years old mean? Does it mean that such children are all the same size? No. Five-year-olds may range from 40 to 48 inches in height and from 33 to 54 pounds in weight.

Does being five years old mean that such children all know about the same things? No. Some of them have travelled more than others; some of them have watched television and some have not; some of them have grown faster in ability to learn than others.

Does being five mean that these children all act the same? No. Some of them are active and usually willing to try new activities; some of them wait and watch for a time before they will try anything new.

Do all five-year-olds have the same feelings? No. Some of them seem to be in a good humor most of the time; some of them frequently have tantrums.

These children are all at different stages of normal growth, even though they are all about five years old.

The teacher is not an expert on child development, but she knows enough about the way children grow to recognize where each of these children is in his growth. And she knows the general direction in which most of them will grow during the next year or two. She may secure additional information from several publications:

<i>Your Child from One to Six</i> <i>Your Child from Six to Twelve</i> <i>Guiding the Adolescent</i>	}	Free from the local health department.
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<i>These are Your Children</i>	Scott, Foresman & Company, Atlanta, Georgia
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The kindergarten teacher also has some understanding of how to recognize when children are sick or in need of special help. This understanding enables her to inform the parents concerning special needs of the child which cannot be met in school. She will find the following two pamphlets helpful in recognizing when children are emotionally upset:

Application of the Needs Theory to Education
Recognizing Emotional Needs: Do's and Don'ts for Teachers

Both of the pamphlets can be ordered from Louis E. Rath, Box 26, Bronxville, New York, for \$.35 each.

As she continues her efforts to understand these youngsters, the teacher may study some films, such as:

A Guidance Problem for Home and School
Meeting Emotional Needs in Childhood
Why Won't Tommy Eat?

These films and many others can be obtained through the local health department. Many of these films may be of interest to parents as well as to teachers.

In her daily work with children, the teacher should apply the understandings which she has learned:

1. Children do not just decide to be good, bad, or indifferent—or to like milk and hate eggs. There are always causes in the child's background which make him act as he does—causes over which he has little or no control.

2. There are wide variations in normal, acceptable behavior. Some children, for example, like everything to be kept in order. Other children are satisfied to pile their materials in a box. Both types of behavior are normal and acceptable.

3. The teacher's own habits and feelings influence her reactions toward pupils. She is more likely to give attention and affection to children who fit her own standards of living. Sometimes the teacher can allow for this tendency and avoid showing hostility toward the boy who is, for example, constantly dirty.

4. Children *will* grow up. The teacher does not need to try to force them to grow. She must be aware that childish behavior is normal in children and that it will be outgrown over a period of years.

5. The greater the variety of activities for children, the greater the opportunity to grow in ability to work with others and to find self-satisfaction.

6. Perfection is not a human trait. Standards of behavior and achievement should seldom be higher than the child can achieve, lest he be constantly faced with frustration. Frustration prevents normal growth.

7. Few five-year-olds are ready to encounter formal learnings. Rather, they are experimenting with personal relationships with adults and other children. The most important relationships are those with the family. Every child needs to spend most of the time with his own family.

8. Imagination and phantasy play a big part in the five-year-old's life. This can be channelled into many forms of play and is the forerunner of creative ability.

9. Continuous quiet and confined activity is a strain on an active child. So are activities which require the use of finely coordinated muscular activities.

10. Five-year-olds need to be permitted and encouraged to express and to try out their own ideas. This will help them to become independent and self-reliant rather than submissive.

11. If the teacher and the children laugh a lot and feel happy, the kindergarten is effective. Whenever she notices that either she or the children are beginning to feel tense and edgy, she stops to consider what is wrong and how she can ease the situation.

12. Physical health is an important factor in the five-year-old's everyday life.

The teacher recognizes that the home has the first responsibility for the health of the child, but she knows that certain policies and practices are important for children who attend kindergarten. Only children who are well should attend kindergarten.

a. Before entrance to kindergarten, each child should—

- Be immunized against whooping cough, diphtheria, and small-pox.
- Have a physical examination by own pediatrician, family doctor, or through the health department services.
- Have health history available to kindergarten teacher of communicable diseases, immunizations and any other significant health information. (The North Carolina Teacher Screening and Observation Record, or a similar record, should be used.)

b. To help keep the child healthy, the kindergarten teacher should:

- Plan with the local health department for health services for the kindergarten group.

- Encourage parents to keep the child under regular medical and dental care.
- Observe children continuously for signs of defects or deviation from normal behavior and refer to the proper authority.
- Keep record of any significant health information and make it available to the child's next teacher (first grade teacher). (The North Carolina Teacher Screening and Observation Record may prove helpful.)
- Exclude children from school when ill. Encourage parents to keep a child at home when he is ill.
- Provide for emergency care (first aid supplies and policies for action).



II

THE KINDERGARTEN PROGRAM

Our present scientific knowledge prevents us from thinking of a kindergarten program in terms of a pre-reading group or a sub-first grade. A good kindergarten program is planned in terms of the vigorous, mental, physical and social growth of the five-year-old. This growth is not fostered by formal lessons or rigid schedules. It is fostered through rich daily experiences that encourage each child to grow continuously at his own rate of speed.

Since many factors influence the planning of the daily program, it is impossible to plan a schedule that would fit the needs of all kindergarten children or be acceptable to all teachers. Each teacher must study the needs of her children, the opportunities of her school environment, and plan the best possible program for all concerned. In order to meet best the needs and interests of each child as well as the group as a whole, a wise teacher will plan her program with other teachers, with parents and with her own group of children. She will sometimes need to plan with other people or agencies in the community or State.

Every kindergarten child needs an understanding teacher who can create an atmosphere that is warm, attractive and inviting. This teacher should plan an outdoor and indoor environment in which there will be a great variety of activities from which the children can choose. The physical equipment should be safe and in sufficient quantity to provide for the needs of the group.

A balanced kindergarten program will include active and quiet work indoors and outdoors. A regular morning health inspection and a mid-morning lunch are important factors in promoting healthful living. The children should be encouraged to work or play individually or in small groups as they learn, through experience, how to get along together. They should often make their own choice of activities from the environment which is especially planned for their needs. For some experiences, such as music, rhythms or stories, all of the children are included, although a child should never be forced to participate in any activity until he is ready.

There should be in the five-year-olds' environment many centers of interest which can be seen and used freely. These might include toys for dramatic play; materials for woodwork, science, art, and other creative activities; books, pictures, magazines, etc. There should be time for rhythms, building, story-telling, painting, cooking, working with clay, digging, listening, playing, talking, dancing, singing, creative stories and poems, looking at books, caring for pets, arranging flowers, experimenting, gardening, collecting, explaining, dramatizing and many of the other numerous activities which five-year-olds enjoy.

Instead of spending much time sitting at tables and following directions, the children should be encouraged to explore, to experiment, to smell, to feel, to hear, to see and to experience. They should not be herded into rows, lines or circles; rather, they should be encouraged to be active and creative. Instead of tracing and cutting designs for decoration or display, it is better for each child to paint a different picture or make a different object according to his desires and feelings. Busy-work and work-books are not necessary in a good kindergarten program. On the contrary, each child should be busy doing something that is interesting and meaningful to him. Several children might be painting; others might be cutting, building, working puzzles, playing with blocks, dramatizing, keeping house, cooking, finger painting, working with clay, looking at books, listening, drawing, etc.

The daily schedule should be flexible and stimulating, but it should have enough regularity to give the child a sense of direction and a feeling of comfort and security. The day might be divided into three blocks of time: one for indoor activity; one for outdoor play; and one for activities, such as dancing, singing and story-telling. Many teachers encourage the children to choose some activity as soon as they arrive in the morning. This gives the teacher an opportunity to talk with each child as he enters and to note the general condition of his health and well-being. Around the middle of the morning the children should have juice and a rest period. The children should be encouraged to assume some responsibility for planning and serving the juice. The rest period might involve stretching

out on a rug or cot, or it might be a quiet time during which the children hear a story, look at a book, or listen to music. It is always good to close the day with some activity which is pleasant but not over stimulating. Sufficient time to prepare for departure should be allowed at the close of the day. As the children leave in an informal, unhurried manner, the teacher will again have an opportunity to note the general condition of each child's health and well-being.

The nature of a good kindergarten program makes it impossible to provide a hard and fast time schedule for the daily program. Each teacher must work out for herself and with her pupils a daily program that best suits her particular situation.

Nevertheless, to help the teacher see how the day looks in action, a suggested day is included. Neither the time allotment nor the order of activities is intended as an ideal one for teachers to copy. Planning a day involves much more than following a pattern:

- 8:30- 9:00—Health Inspection
- 9:00- 9:45—Work Period
- 9:45-10:00—Clean-up
- 10:00-10:30—Outdoor Play
- 10:30-11:00—Juice and Discussion
- 11:00-11:20—Rest Period
- 11:20-11:30—Group Singing and Dismissal.¹

No definite recommendation can be made concerning the length of the kindergarten day. Much depends on the needs of the individual child, the experience of the teacher, and the available facilities. It is generally agreed that a longer day is preferred when children can adjust well to a five- or six-hour day, when the teacher is well trained, and when the program provides for the needs of each child, including a nourishing lunch and a rest period. It is generally agreed that a two-hour session of kindergarten does not provide sufficient time for the teacher to observe the children or plan a well-balanced program.

It is recommended that the school day be not less than three hours. Where the facilities and equipment permit and the scope of the program justifies, a longer day is desirable.

In the beginning days, it is always a good idea to have the five-year-olds stay only a few hours until they become adjusted to group living. It is important to greet each child personally and to show him friendly interest. Whenever possible, it might be helpful to use parents or upper grade pupils as assistants to work with the children while the teacher talks with a parent. It is a good idea to give each mother a handbook explaining school philosophy and regulations. *It is never wise to discuss the child within his hearing.* As soon as the child is enrolled, he should leave the kindergarten with his mother. The kindergarten teacher should attempt to make the child feel very much at home. She should meet him at the door, help him put his things away and find something interesting.

¹ Gans, Stendler, Almy. *Teaching Young Children*. 1952. World Book Company, New York.

to do. She should help the child to make friends, encourage him to share equipment and experiences and introduce him to the other children and people in the building. A friendly spirit is created by being warm and responsive. In the beginning days, the teacher might say such things as: "Sit here by Mary." "Watch Susan. See what she is doing." "Maybe you would like to help me with the blocks." The teacher sets an example of friendliness toward other teachers and workers in the building. This friendliness is extremely contagious among five-year-olds.

During a good day in the kindergarten, the children should be gradually encouraged to move easily from one activity to another without waste of time or materials. They should be gradually encouraged to accept responsibility for caring for their possessions and personal needs, such as using the toilet, putting away the materials that they have used, and making the room a clean and attractive place in which to live. If directions are given clearly and the atmosphere is free from strain and tension, the children willingly assume much responsibility for themselves as well as for the group.

Through contacts with the other children, teachers, parents and members of the school staff, the children have many opportunities to grow socially. In this way they develop responsibility and thoughtful and courteous behavior toward others.

There should be time every day for the children to come together in a group. At this time there might be showing, telling, listening, explaining, questioning, planning, singing, dancing, rhythms, cooking, etc. There should be many experiences which encourage the children to question, to think, to decide and to solve the problems involved in their everyday living. Through these experiences, the need will frequently arise for reading, writing and working with numbers in a natural informal kind of way. In this informal manner readiness is built for developing skills without the use of formal drill and workbooks. When parents or teachers attempt a reading or reading readiness program with five-year-old children, they are not in accord with results of research and they lack an understanding of the physical and emotional growth of children. When the physical and emotional needs of a child are disregarded in a kindergarten program, much damage can be done and adjustment in later years is sometimes difficult.

Since children are extremely interested in the world about them, a good program would include many trips around the school and into the community. There will often be need for informative material to be read aloud or shared with the group. This material may involve boats, farms, tractors, trains, animals, plants and other similar things of interest in the environment. There should be many opportunities for planning, discussing and sharing. In this way the child will grow in understanding and appreciation of his environment and the people who live in it.

At times during the year an effective kindergarten program might include appointments with the nurse, the physician, the dentist, or psychologist. It is in this way that the teacher can measure the child's physical and mental development. The teacher needs this information along

with the help of the parent for a fuller understanding of the child. It is on this understanding that she constantly adjusts the program to fit the needs of each individual.

The best preparation for success in the first grade is a happy, successful year in which the five-year-old is encouraged to grow and develop continuously in his own way, in his own time.

REFERENCES :

Four and Five Year-Olds at School.

Portfolio for Kindergarten Teachers.

Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 8, D. C.

Planning for America's Children.

Programs for Children Below Six.

Secretary-Treasurer, National Council for State Consultants in Elementary Education, Department of Health, Education and Welfare, Washington 25, D. C.

Good Education for Young Children.

New York State Council for Early Childhood Education, Box 98, Queens College, Flushing, New York.

Teaching Young Children.

Gans, Stendler, Almy. 1952. World Book Company, New York.



III

KINDERGARTEN FACILITIES, EQUIPMENT AND SUPPLIES

Whatever the age, ready and appropriate facilities, equipment and supplies meet a need in the child's school life. Play, in a broad interpretation, is basic in his growth. A five-year-old is a four-year-old who has grown a little more. There are no sharp dividing lines on his fifth birthday. Certain behavior patterns are expected at varying ages. Often these overlap or extend up or down. Through the child's experiences, he grows physically, socially, emotionally and intellectually.

In desirable kindergarten situations, the following conditions are generally acceptable in space, housing, facilities and equipment.

Space Indoors

Thirty-five square feet per child in the classroom, not adding halls and corridors, is desirable.

Space Outdoors

Two hundred square feet per child, safely enclosed, and preferably with an exit directly from the classroom. A storage space will be needed for such movable equipment as saw horses, large blocks, packing boxes, carpentry bench, large wooden animals, large carts, train or airplane, tricycles, sleds, rope, wagons, buckets, washtubs, and large and small smooth-edged tin pails.

Sanitary Housing

The plant should conform to all State and local building, sanitation and fire regulations with regard to safety and sanitation. Room and hall interiors should be clean, colorful, warm and inviting, well lighted and without glare. Children need floors that are suitable for work and play. They need toilet and hand lavatory with a separate drinking fountain. These facilities should be clean, odorless and suitable in size. The bathroom should have a non-porous floor.

Classrooms

Location: Kindergarten rooms should never be below the ground level nor above the second floor. The kindergarten should be on the ground floor with outdoor exits, if possible. If a kindergarten has to be placed on a second floor, stair hand rails are necessary; a ramp is desirable.

Equipment: Suitable equipment is an incentive to suitable activities. The following are important:

1. Open storage space for each child's work at a height he can use, approximate size 12" x 10" x 14".

2. Coat spaces enclosed with rod for coat hangers at a height for the child.
3. Large closet or cupboard space for storage of 24" x 36" newsprint, charts, paints and other materials.
4. Twelve to sixteen feet of bulletin board, continuous length preferred.
5. Low drinking fountain ; a separate low, large sink.
6. Low, electrical outlets.
7. Kitchen cabinet low enough for work space.
8. Low and large windows, if possible.
9. Sturdy, washable cots that can be easily stored (individual).
10. A light-weight blanket for cot (individual).
11. Low screens.
12. A filing case for music records ; also one for individual pupil records.
13. Room and outdoor thermometers.

Furniture: A variety of suitable furniture is needed for a variety of suitable activities. Sturdy, comfortable, movable furniture is desirable. Uniform furniture for each child is not recommended. The following are some needs :

1. Tables in 20" and 22" heights with chairs 9" from the seat to the top of the table.
2. Ten or twelve additional chairs in heights 10", 12" and 14" from seat to floor.
3. One round library table 24 inches high for browsing.
4. One or two child's-size rockers.
5. Two low, sturdy work benches.
6. A few (or nest) of boxes.
7. Open, low shelving for books.
8. Simple materials for science.
9. Pet cage.
10. An aquarium.
11. A terrarium.

Materials and Supplies

Space for materials and supplies should be on an eye level with the child. The material that is given here in single quantity can be duplicated where needed. Often children like to enjoy the same experiences with their peers. The following are suggested for one teacher with 18-20 children.

A. For Creative Play:

1. Unit size project blocks, 2" cubes to 22" long in many shapes.

2. Large hollow blocks—varying sizes (8-pound blocks, 17" long x 10" wide are desirable).
3. Large work bench.
4. Soft pine wood.
5. Hammers (7 or 8 oz. large head).
6. Saws, panel saw 20" length, 10 point.
7. Wire nails, assorted.
8. Scotch tape.

B. For Imitative Play and Housekeeping :

1. Sturdy doll furniture.
2. Dolls, rubber or wooden.
3. Dishes and cooking utensils—unbreakable.
4. Broom, dustpan and mop (child's).
5. Ironing board and iron (child's).
6. Washing utensils.
7. Small table.
8. Garden tools.
9. Scoops.
10. Rakes.
11. Shovels.
12. Clothes line (may be outdoors).
13. Full length mirror—12" x 48".
14. Broom sticks for riding.

C. For Creative Arts :

1. Newsprint 24" x 36".
2. Construction paper—assorted colors.
3. Blunt scissors.
4. Paste.
5. Crayons $\frac{1}{2}$ " - $\frac{3}{4}$ " diameter.
6. Paint (powder to be mixed) (non-lead).
7. Paint brushes $\frac{3}{4}$ " - 1" wide.
8. Clay flour or domestic moist.
9. Wrapping paper in large sheets.
10. Clay or paint boards (10).
11. Two large easels.
12. Finger paint and paper.

D. For Music :

1. Piano—movable.
2. Record player (3 speeds).
3. Records.

- a. *Songstory Records*. Children's Record Guild, 27 Thompson Street, N. Y.
 - b. Rhythm records—for free body response to rhythms.
 - c. Records for quiet listening.
 4. Rhythm band instruments (*Make your own*).
 - a. Rhythm sticks—dowling sticks cut into 12" lengths.
 - b. Triangles. Large nails suspended from a string.
 - c. Drums. Oatmeal boxes decorated with children's art work.
 - d. Clog sticks—a paddle with bottle caps nailed on it.
 5. Rhythm bells or toy xylophone.
 6. Song books (for teacher) containing action songs and songs suitable for dramatization.
- E. For Creative Ways: Through toys the child learns to work and play alone, to create, to share with a member of a group, to share with a whole group. Some suggested toys are:

trains	animals	boats
wagons	wheelbarrows	blocks
trucks	pull toys	erector sets
dolls	cars	weaving sets

F. For More Active Play:

balls—6" to 10" (soft)	pedal toys
bean bags	tool chests

G. For Large Muscle Movements: This type equipment is not the most important kind; it is *one* type of equipment for large muscle movement.

1. Floor mats for tumbling.
2. Sewer pipes of four-foot lengths, set in concrete base for crawling.
3. Slide, appropriate for the age level.
4. Large hollow blocks $5\frac{1}{4}$ " x 11" x 22".
5. Large packing box.
6. Ladder 14" wide x 44" long, 8" rung.
7. Rope.
8. Wheelbarrow.
9. Low horizontal ladder.
10. A log for walking (ground).
11. Walking board 8', 10' or 12' long, at least 10" wide, $\frac{7}{8}$ -1 $\frac{1}{8}$ " thick. End and center clear.
12. Climbing horses.
13. Jungle gym, king size.
14. Jumping rope.



IV

HEALTH IN THE KINDERGARTEN PROGRAM

Healthful School Living (Environment)

1. Clean and sanitary.
2. Safe and adequate water supply.
3. Sanitary sewage disposal.
4. Adequate light, heat and ventilation.
5. Free from safety hazards.
6. Colorful, inviting interior.
7. Soap, towels, and any other necessary items.
8. Protected play area—safe and adequate in size.
9. Good teacher-pupil relationships.
10. A permissive atmosphere—a good emotional climate.
11. A *balanced* program of daily living.

Health Services

1. Immunizations the same as are required for first grade entrance—diphtheria, whooping cough and smallpox.

2. Continuous observation by the teacher for any signs of communicable disease, defects, or deviations from normal behavior.
3. Conferences with the public health nurse and/or other special personnel about health problems of the children.
4. Isolation of sick children. Need adequate facilities for this purpose—a room, or arrangements to get child home.
5. Health records kept of any significant information and made available to the next teacher (may want to use "North Carolina Teacher Screening and Observation Record").
6. Encouragement of parents to:
 - a. Keep child at home if he seems ill.
 - b. Keep child under good medical and dental care.
 - c. Get corrections made when needed.
7. Strongly recommended that each child have a medical examination by his pediatrician or family doctor before enrolling in kindergarten.
8. First aid supplies on hand.
9. Policies about what to do in case of emergencies including fire. (Be sure each staff member is familiar with them.)

Food Service at School

1. Mid-morning and/or mid-afternoon food service in accordance with the children's needs. Fruit, fruit juice and crackers are good. Some children may need milk.
2. Noon meal same as recommended for public school children. Smaller servings are preferable with provisions for "seconds" when needed.
3. Sanitation in food handling, health of food handlers, lunchroom facilities, etc., in accordance with the recommendations of the School Lunch Section, State Department of Public Instruction, and of the Division of Sanitation, State Board of Health.

Health Information and Practices

Children should have opportunity to practice good health habits of personal hygiene and human relations:

1. Play out of doors.
2. Handwashing after using toilet and before eating.
3. Rest during the day—lying down is preferable (cots or mats needed when children stay all day).
4. Coughs and sneezes covered with handkerchief or tissue.
5. Development of desirable safety practices—(stop, look, and listen).
6. Good pupil-pupil relationships are to be encouraged.
7. Pupils encouraged to share health experiences with parent.
8. Teacher shares health information with parents of children.
9. Teacher encourages good health practices in the home.



When the girl is in the class

she will find a lot of fun

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THE KINDERGARTEN TEACHER

The Teacher's Training and Personal Qualifications

The importance of the preparation of teachers at every level of learning is recognized. As a minimum in training, the kindergarten teacher should have a bachelor's degree in elementary education with a major in early childhood education. Further qualifications of the kindergarten teacher are:

1. An understanding of child growth and development.
2. A pleasing personality.
3. Social competency.
4. Health certificate from physician.
5. A good character.
6. A low soft voice that is clear and distinct.
7. A pleasing appearance.
8. A sense of humor.
9. A sympathetic understanding attitude.
10. Continued growth through study and use of current research on kindergartens.

The Teacher's Group

It is recommended that a pupil-teacher ratio be established that will enable the teacher to work with each child as an individual at times during the day. In order that this program may be followed, it is suggested that there be not more than 18 to 20 children for each teacher.

The Teacher's Records

A simple but adequate system of records should be kept for each child. The cumulative form is suggested, but schools are encouraged to adopt a form that is flexible and meets the needs of the particular school. The records should include the following information:

1. General information (name, date of birth, parents names, address, telephone number).
2. Health information (immunizations, height, weight, diseases, toilet, eating and rest habits, defects, etc.).
3. Development and progress records (anecdotal records of behavior, needs and interests of the child and plans to meet them, etc.).

At intervals the parents should receive informal letters concerning the child's progress and the activities of the group. It is also important for the teacher and parents to have conferences from time to time in order to discuss the child and to plan together ways and responsibilities for helping him grow and develop.

VI

THE DIRECTION AND SUPERVISION OF KINDERGARTENS

- A. *Kindergartens may be established.* (From Section 115-65 of North Carolina Public School Laws).

Section 115-65. Kindergartens may be established.—Upon a petition by the board of directors or trustees or school committee of any school district, endorsed by the county board of education, the board of county commissioners, after thirty days notice at the courthouse door and three other public places in the district named, shall order an election to ascertain the will of the people within said district whether there shall be levied in such a district at a special annual tax of not more than fifteen cents on the one hundred dollars worth of property and forty-five cents on the poll for the purpose of establishing kindergarten departments in the schools of said district. The election so ordered shall be conducted under the rules and regulations for holding special tax elections in special school districts, as provided in article 23 of this chapter.

The ballots to be used in said election shall have written or printed thereon the words, "For Kindergartens" and "Against Kindergartens."

If a majority of the qualified voters voting on such proposition shall vote in favor of the tax, then it shall be the duty of the board of trustees or directors or school committee of said district to establish and provide for kindergartens for the education of the children in said district of not more than six years of age, and the county commissioners shall annually levy a tax for the support of said kindergarten departments not exceeding the amount specified in the order of election. Said tax shall be collected as all other taxes in the county are collected and shall be paid by the sheriff or tax collector to the treasurer of the said school district to be used exclusively for providing adequate quarters and for equipment and for the maintenance of said kindergarten department. (1923, c. 136, s. 40; C. S. 5443; 1949, c. 1033, s. 1.)

Such kindergarten schools as may be established under the provisions of this section, or established in any other manner, shall be subject to the supervision of the State Department of Public Instruction and shall be operated in accordance with standards to be provided by the State Board of Education. (1945, c. 970, s. 1.)

- B. *Kindergartens "shall be operated in accordance with standards. . ."* This reference from the above statute (115-65) applies to all types of kindergartens regardless of the manner in which established. In the opinion of the Attorney General, this includes both public and privately operated schools. In an opinion dated May 20, 1952, the Attorney

General stated, in part, as follows :

"It would seem that the quoted part of the statute (G. S. 115-65) is broad enough to give to the State Department of Public Instruction the power to supervise private kindergartens and to require that they be operated in accordance with standards set up by the State Board of Education. Of course the standard set up and the supervision exercised must be reasonable and within the express or implied authority granted by law to the State Board of Education and the State Department of Public Instruction."

- C. *Kindergarten may be defined* as an organized educational program which is offered children during the year preceding their eligibility for entrance in the first grade, whether operating in public or private schools, nursery schools or day-care centers, or in special schools for atypical children.
- D. *Kindergartens may be established and may continue to operate if:*
1. Their sponsors comply with, or show evidence of continued effort within a reasonable length of time to meet, the standards recommended in this publication.
 2. The local superintendent of schools, in whose administrative unit the kindergarten is located, is furnished such information as he might deem necessary in maintaining an accurate report on the school's operation. Information to be submitted to the superintendent may, among other items, include statements about the: sponsor; teacher qualifications; location; facilities; supplies and equipment; number of students; fire, safety, sanitation, and health factors; hours of operation; and the program.
 3. Their standards of operation are approved by the local school superintendent and the State Department of Public Instruction as determined by visits to the school and such reports as may be requested. (The enforcement of this provision may be contingent upon the availability of supervisory personnel at both the local and State levels.)
- E. *Kindergarten personnel desiring consultative service* and aid in improving their programs should write to:

Supervisor of Kindergarten Education
State Department of Public Instruction
Raleigh, North Carolina

(Until a person can be employed in such a position the regular staff of the Department will render as much service in early childhood education as possible.)

VII

REFERENCES FOR THE KINDERGARTEN TEACHER

Pamphlets

Four and Five Year-Olds at School.

Portfolio for Kindergarten Teachers.

ABOUT CHILDREN How They Learn, Feel, and Grow.

Knowing When Children Are Ready to Learn.

Adventures in Human Relations.

Helping Children Solve Their Problems.

Recommended Equipment and Supplies for Nursery, Kindergarten, Primary and Intermediate Schools.

Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 8, D. C.

A Pound of Prevention—How Teachers Can Meet the Emotional Needs of Young Children.

New York Committee on Mental Hygiene of the State Charities Aid Association, 105 East 22nd Street, New York 10, N. Y.

Portfolio for Teachers of Five-year-old Children.

The Iowa Department of Public Instruction, Capitol Building, Des Moines 19, Iowa.

Planning for America's Children.

Programs for Children Below Six.

Secretary-Treasurer, National Council of State Consultants in Elementary Education, Department of Health, Education and Welfare, Washington 25, D. C.

Good Education for Young Children.

New York State Council for Early Childhood Education, Box 98, Queens College, Flushing, New York.

Your Child from One to Six.

Your Child from Six to Twelve.

Free from the local health department.

Application of the Needs Theory to Education.
Recognizing Emotional Needs: Do's and Don'ts for Teachers.
Louis E. Rath, Box 26, Bronxville, New York.

Happy Journey, Preparing Your Child for School.
Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Books

Gans, Stendler, Almy. *Teaching Young Children*. 1952. World Book Company, New York.

Garrison and Sheehy. *At Home With Children*. 1943. Henry Holt and Company, New York.

Jenkins, Shacter and Bauer. *These Are Your Children*. expanded edition, 1953. Scott, Foresman and Company, New York.

Breckenridge and Vincent. *Child Development*. 1943. W. B. Saunders Company, Philadelphia.

Commission on Teacher Education. *Helping Teachers Understand Children*. 1945. American Council on Education, Washington, D. C.

Frank, Lawrence K. *The Fundamental Needs of the Child*. July, 1938. *Mental Hygiene*, 22:353-379.

Gesell, Arnold. *The Child from Five to Ten*. 1946. Harper and Brothers, New York.

Gesell, Arnold. *Infant and Child in the Culture of Today*. Harper and Brothers, New York.

Goodspeed, Helen, and others. *Child Care and Guidance*. 1948. J. B. Lippincott and Company, New York.

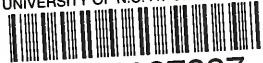
Harrison, Lucille. *Reading Readiness*. 1939. Houghton-Mifflin Company, Boston.

Hurlock, Elizabeth B. *Child Growth and Development*. 1949. McGraw-Hill Book Company, New York.

Spock, Benjamin. *Infant and Child Care*. 1946. Pocket Books, Inc., Rockefeller Center, New York. (Paper Bound edition, 35 cents).

Hubbard, Elizabeth V. *Your Children at School*. 1942. John Day Company, New York.

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